



UNSW

THE UNIVERSITY OF NEW SOUTH WALES

SCHOOL OF ENGLISH, MEDIA AND PERFORMING ARTS



HUMS3001: Censorship and Responsibility in the Arts

COURSE OUTLINE

SEMESTER 2, 2009

CONVENOR: BENJAMIN MILLER

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Staff contact details	
1. Course Convener, Lecturer, Tutor	
Name	Benjamin Miller
Phone	TBA
Office	Webster 208, UNSW Kensington Campus
Email address	b.miller@student.unsw.edu.au
Contact time and availability	Thursday 3-5pm
<p>Ben Miller is soon to complete his PhD in the School of English, Media and Performing Arts at UNSW. His specialization is Australian literature and culture and he has lectured and taught in Australian Studies, Australian literature, and media and cultural studies at the University of Sydney and UNSW. Ben has received an Excellence in Teaching Award and is committed to innovative teaching methods informed by excellent research.</p>	

Course details	
Credit Points	This subject is worth 6 credit points
Summary of the Course	<p>'Censorship and Responsibility' develops theoretical approaches to free speech, liberalism, censorship, and responsibility and applies them to contemporary debates in journalism, media, art, literary studies and academia. The main materials will be drawn from an Australian context although students are encouraged to investigate and present materials from broader contexts.</p> <p>We will examine the way cultural and professional expression is shaped, regulated, altered and interpreted in social and institutional contexts. This examination will be philosophical, historical and cultural, and students will develop skills in textual interpretation and analysis by using philosophical/theoretical ideas to investigate social and cultural events, debates and texts.</p> <p>Students who complete the course will have developed a deep understanding of how speech and expression are restricted in Australian society and culture. Blended learning (mixing face-to-face teaching with online teaching) is used to allow students to both engage with each other in scholarly debate and see the power and importance that their developing academic voices engender. In this way students will consider their own responsibilities as academic researchers/writers and the nature of their tertiary education.</p> <p>This course fulfills the objectives of HUMS3000 courses: investigating the contexts of tertiary education; reflecting upon the ethical, professional and social responsibilities that come with a tertiary education; developing skills in information literacy, writing, argumentation; and fostering academic collegiality.</p>
Aims of the Course	<ol style="list-style-type: none"> 1. This course will enable students to develop theoretically informed positions on the role of institutions and individuals in censoring expression in Australian society and culture. 2. This course will use wiki-learning to enable students to improve their creative thinking, teamwork and scholarly communication skills in ways that will further their information literacy and professional development.

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Student Learning Outcomes	Students who complete this course will be able to:	
	1.	Theorise and clearly express a response to censorship, responsibility, free speech, and the role of media
	2.	Develop and apply their own theories to contemporary events and texts in an online, collaborative environment
	3.	Work in teams and adjust their individual scholarly position to incorporate the ideas of others
	4.	Undertake research into texts and events in an ethical and responsible way
Graduate Attributes	In working through the course material and completing the set activities and assessments, students will develop the following Graduate Attributes:	
	1.	the ability for analytical and critical thinking and for creative problem-solving
	2.	a respect for ethical practice and social responsibility
	3.	the skills required for collaborative and multidisciplinary work
	4.	the ability to engage in independent and reflective learning

Rationale for the inclusion of content and teaching approach

The material included for study in the course is drawn from a range of disciplinary fields including philosophy, cultural studies, history, literary studies, art, media studies and communication. The content of the course impels a multidisciplinary approach as well as creative thinking and problem solving. Students are not presented with established connections between texts and events, but must develop their own unique positions on the content. This encourages individual skills whilst the blended learning approach encourages students to position and develop their opinions in wider fields.

The blended learning teaching approach will be used for several reasons. Face-to-face teaching provides the opportunity for students to practice oral communication skills and grounds the course as a debate between people. The use of wikis for the presentation of student ideas puts writing into practice, and develops collaborative learning between students and between the students and teacher. Wikis also encourage students to reflect upon their writing and provides the opportunity for students to put feedback and suggestions into practice by incorporating comments and corrections made by teachers and peers. In this reflective practice students assume ownership of their work, which is a vital step toward fostering lifelong learning. The use of blended learning is part of an overall commitment to student-centered learning, and represents a belief in diversity (of backgrounds and opinions) as an enriching aspect to any teaching and learning environment.

Teaching strategies

- Lecturing on required texts to demonstrate sophisticated reading techniques and standards of analysis
- Fostering discussion of critical concepts and theories in ways that engage students and encourage critical thinking and analysis
- Using Blended Learning to promote student creativity in problem solving, collaboration in the production of learning materials, reflection upon their own work, and ownership of the learning process
- Providing clear written and oral feedback on the development of students' ideas and skills before, during and after assessment tasks
- Consultation hours, emails and general discussions to help ease student doubts and to raise and deal with any course-related problems

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Assessment					
Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
Wiki Participation	N/A	20%	1, 2, 3, 4	1, 2, 3, 4	Weeks 4-6, Weeks 9-11
Theory Review	1000 words	15%	1, 4	1, 4	4pm, 1 September
Case Study	1000 words	25%	2, 4	1, 4	4pm, 13 October
Class Participation	N/A	10%	1, 3	1, 2, 3, 4	Weeks 2, 3, 7, 8, 12, 13
Exam	N/A	30%	1, 4	1, 2, 4	TBA

Wiki Participation

'Censorship and Responsibility' involves two three-week blocks of online teaching. During these blocks students will contribute to a wiki that has been set up solely for students participating in the course. It is expected that students contribute to the building of the wiki in ways that grow the information about theories and texts studied in the course. This involves practicing wiki-spirit: contributing to and establishing debates, rather than erasing contrasting points-of-view. The two blocks of online activity have different goals:

BLOCK ONE – THE THEORY BOOK

During weeks 4-6 students will contribute to a wiki on the theories studied in the first half of the course: Liberalism, Democracy, Free Speech / Hate Speech, Censorship and Responsibility. Students will create new points, summaries, analysis, interpretation, quotes, and links, as well as editing and commenting on the work completed by their peers. Contributions to the Theory Book will be graded in Week 7 and will be worth 10% of the final grade for the course.

BLOCK TWO – THE CASE STUDY BOOK

During weeks 9-11 students will continue building the wiki created in Block One. However, in Block Two the focus will be on individual case studies rather than theories. The case studies will be drawn predominantly from the readings and class discussions and should involve descriptions, interpretations, and analysis using ideas built through the first half of the course. Links should be established to pages from the Theory Book. As in Block One, students will also be graded on their collaborative spirit and contributions to other students' work in Block Two. Contributions to the Case Study Book will be graded in Week 12 and will be worth 10% of the final grade for the course.

In both Blocks students will be graded on:

- understanding of material
- clarity of written expression
- ability to theorise topics and responses to texts/events
- wide reading and research evident in considered responses to course material
- teamwork and collaborative spirit evident in the respectful treatment of the work of others

These assessment criteria will be considered through the activity of individual students. Students will be graded for a combination of the creation of new points, and/or suggestions or corrections to existing work.

Theory Review

In the week following the conclusion of the Theory Book students are expected to hand in a 1000-word report that summarises their contribution to the Theory Book wiki. The written report should be critically reflective. That is, it should be engaged with the experience of contributing to the wiki but **should be presented in a scholarly voice**. Students should provide relevant quotes from the readings and their own interpretations of the quotes. Unless the interpretation was entirely created by the student it should not be included in the report (ie, do not plagiarise the wiki). Students will be rewarded for displaying how their individual interpretations of the theories differ from or contribute to various ways of understanding and using the concepts.

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Students will be graded on:

- understanding of material evidenced in the selection of relevant quotes
- original interpretations of relevant theories evidenced in the analysis of selected quotes
- wide reading and research evidenced in the ability to situate original ideas in the context of broader debates
- structuring the report so that it clearly states a critical position at the outset and uses analysis and interpretation to support the overall argument
- clarity of expression shown in the ability to communicate complex ideas simply

The Theory Review is worth 15% of the overall grade for the course. The Theory Review should be typed and printed on A4 paper in Times New Roman 12pt font, double-spaced. It should be submitted with a relevant cover-sheet to the Essay boxes outside the EMPA office on level 3 of the Webster building **by 4pm** on the due date.

Case Study

In the week following the conclusion of the Case Study Book students are expected to hand in a 1000-word report that summarises their contribution to the Case Study wiki. The written report should be critically reflective. That is, it should be engaged with the experience of contributing to the wiki but **should be presented in a scholarly voice**. Students should provide relevant quotes from the readings and their own interpretations of the quotes. Unless the interpretation was entirely created by the student it should not be included in the report (ie, do not plagiarise the wiki). Students will be rewarded for displaying how their individual analyses of case studies utilize theoretical approaches and differ from or contribute to various ways of understanding significant texts and events from society and culture.

Students will be graded on:

- understanding of material evidenced in the selection of relevant quotes and/or succinct summaries of texts/events
- original interpretations of texts/events, informed by theoretical approaches and evidenced in the analysis of quotes/summaries
- wide reading and research evidenced in the ability to situate original ideas in the context of broader debates
- structuring the report so that it clearly states a critical position at the outset and uses analysis and interpretation to support the overall argument
- clarity of expression shown in the ability to communicate complex ideas simply

The Case Study is worth 15% of the overall grade for the course. The Case Study should be typed and printed on A4 paper in Times New Roman 12pt font, double-spaced. It should be submitted with a relevant cover-sheet to the Essay boxes outside the EMPA office on level 3 of the Webster building **by 4pm** on the due date.

Class Participation

Throughout the course students are expected to participate in the face-to-face teaching, including tutorials *and* lectures. Attendance at all face-to-face teaching will be recorded and may be used as an indication of the students' engagement with the course materials. Participation involves actively engaging with the learning environment in explicit ways (participating in activities, asking questions, answering questions, helping other students, etc) as well as implicit ways (actively following discussion and taking notes). Notes do not necessarily need to provide a summary of the discussion, but can more effectively be used to summarise the ideas you form as you follow the discussion. Take notes at the 'light-bulb moments', when you think of a connection between materials or between the discussion and actual events, current debates or real life. Actively seeking links to the discussion will keep you engaged with the material even while you are not actually talking – and it is very clear to your teacher who is 'switched on'. The Class Participation mark constitutes 10% of your overall grade for the course and will be determined after the final tutorial for the course.

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Exam

More details on the Exam will be provided in the final weeks of the course. It is worth 30% of your overall grade for the course. There will be two questions to answer with essay-style responses. The Exam will test your ability to think creatively and to make connections between theoretical approaches and particular cases studied in the course. It will also test your written communication skills. Students who have completed set readings, contributed to the wiki and engaged with class discussions throughout the course will be very well prepared for the exam. Students are advised that, in preparation for the Exam, they should be familiar with the theories and texts discussed on the wiki even if they have not directly contributed to those parts of the wiki.

Academic honesty and plagiarism

The learning centre at UNSW states that there are three steps to avoiding plagiarism: 1) know what plagiarism is, 2) know how plagiarism happens, and 3) develop effective academic skills.
(<http://www.lc.unsw.edu.au/plagiarism/>).

The university has also created a basic definition of plagiarism:

“Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. The University has adopted an educative approach to plagiarism and has developed a range of resources to support students.

[...]

The basic principles are that you should not attempt to pass off the work of another person as your own, and it should be possible for a reader to check information and ideas you have used by going to the original source material. Acknowledgement should be sufficiently accurate to enable the source to be located speedily. If you are unsure whether, or how, to make acknowledgement, consult your lecturer.”
(<https://my.unsw.edu.au/student/atoz/Plagiarism.html>)

The consequences of plagiarism can be very severe (including failing a subject, and/or suspension or expulsion from university). Unfortunately, most cases occur when students are unaware of what plagiarism is or how it happens. All students should occasionally ‘brush up’ on their understanding of plagiarism by visiting the above-quoted websites, visiting the learning centre in person, or asking teachers about how to improve academic strategies and skills to avoid plagiarism. The university believes that it is the student’s responsibility to understand and avoid plagiarism.

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Lecture schedule		
Lectures are held on Thursday at 11am-1pm in CLB 2		
Date	Lecture Topic	Suggested readings
W1 20-24 Jul	NO LECTURES OR TUTORIALS THIS WEEK	
W2 27-31 Jul	Lecture One: Introduction This lecture will provide a brief outline of the themes of the course, as well as the teaching methods that will be employed. Students will be made aware of the course requirements and expectations, especially regarding the Blended Learning approach that is used in this course.	
MODULE ONE: THE THEORY BOOK		
W3 3-7 Aug	Lecture Two: Freedom is not Liberty This lecture argues that a free, representative and accessible press is central to the maintenance of a liberal democracy. JS Mill's classic theory on liberty is considered in relation to recent critical understandings of democracy and the role of media. To what extent is the media vital to democracy in Australia? Can Australia be understood as a liberal democracy?	Mill, Economou and Tanner, Madison, Burnside
W4 10-14 Aug	Lecture Three: Free Speech is Hate Speech This lecture follows Fish's suggestive statement that there is not and should not be free speech. This argument highlights the paradoxes of liberalism and provides a controversial way to begin thinking through the theories of the course. Can free speech be hate speech? Who restricts speech? What is at stake when speech is restricted?	Fish, Gelber, Curthoys, Healy
W5 17-21 Aug	Lecture Four: Censorship is Everywhere This lecture begins with the proposition that everything in Australia is censored. Through the following investigation of this proposition different definitions of censorship emerge: direct, indirect, institutional, individual, and so on. By the end of this lecture censorship will be seen to be necessary and pervasive.	Curry Jansen, Herman and Chomsky, Dwyer, Pollack, Coleman, Harris
W6 24-28 Aug	Lecture Five: Responsibility is Underrated This lecture considers the complexities of being responsible, as individuals, a community or a government. Some philosophy regarding responsibility is used as a useful way to nuance the idea of responsible subjects and responsible government. What are the limits of responsibility? Can inaction be irresponsible?	Lavin, Arnison, Corlett, Miller, Solomon, Tighe
W7 31 Aug-4 Sept	Lecture Six: The Theory Book This lecture provides a summary of the course to date by interpreting and analyzing the Course Wiki. The work of students is central to this summary, so students who have been active on the wiki will see their own ideas front and centre in the lecture.	

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5-13 Sept	Mid-Semester Break	
MODULE TWO: THE CASE STUDY BOOK		
W8 14-18 Sept	Lecture Seven: Vilification, Responsible Media and the Cronulla Riots This lecture looks at the responsibilities and rights of the media, analyzing examples where the media has been harassed and when the media has been irresponsible. This lecture will link theories of free speech and responsibility to the Cronulla Riots of 2005.	Meers, Moreton-Robinson and Nicoll, Perera, Riggs, Newsbank
W9 21-25 Sept	Lecture Eight: (Anti-)Terror Laws and the threat to Freedom This lecture argues that legal reforms in Australia since S11 constitute a threat to the freedom of the press. This has meant that the nature of Australian democracy has been undermined as the terrorist becomes an Other against which a paranoid nation is created.	Lynch and Williams, Lynch et al., Meers, MEAA, Newsbank
W10 28 Sep – 2 Oct	Lecture Nine: Who Censors Art? The Cases of Henson and Hookey Bill Henson was at the centre of the most recent censorship scandal in Australia when his work was seized by police in 2008. This was just another example in a long history of art censorship in Australia. Can Australia be an artistic nation? Why is art seen as a threat to the nation?	Marr, Newsbank
W11 5-9 Oct	Lecture Ten: Representing Others Responsibly Australia loves a literary controversy. This lecture contextualizes three such controversies: the case of Ern Malley, where two poets created ‘nonsensical’ poems that led to an editor being sued for publishing lewd material; the case of Helen Darville/Demidenko, who published a Ukranian life story; and the case of JM Harcourt, whose proletarian novel was censored in Australia for nearly 50 years. What are the limits of freedom and responsibility in these cases?	Heyward, Malley, Jacket Magazine, Riemer, Manne, Darville, Harcourt, Pollack, Coleman, Heath
W12 12-16 Oct	Lecture Eleven: Universities Under Attack The Young Liberals have their “Make Education Fair” campaign. The NTEU has an “Academic Freedom” campaign. The Australian Senate recently held a commission into academic bias in Australian education. Has your education been shaped by “the long march of the left”? Has university removed your ability to think for yourself?	Kennedy, MacIntyre, Young Liberals website, NTEU website, Senate Report
W13 19-23 Oct	Lecture Twelve: The Case Study Book, a Summary This lecture provides a summary of the course to date by interpreting and analyzing the Course Wiki. The work of students is central to this summary, so students who have been active on the wiki will see their own ideas front and centre in the lecture.	

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Tutorial schedule Students should check their timetables to confirm the location of face-to-face (F2F) tutorials. For weeks listed as ONLINE, you are expected to be active online, contributing to the course wiki. At the end of every ONLINE week a role will be marked noting the wiki-activity of students. Especially due to the flexible delivery of classes, all F2F classes are compulsory.			
Date	Face-to-face or online	Tutorial Activity / Preparation	Required readings
W1 20-24 Jul	NO LECTURES OR TUTORIALS THIS WEEK		
W2 27-31 Jul	F2F	Introduction	
W3 3-7 Aug	F2F	Freedom and Democracy: What is the relationship between liberty, democracy and the press? In this class you will post on the course wiki about the readings.	Mill, Economou and Tanner
W4 10-14 Aug	ONLINE	Free/Hate Speech: What is the history and purpose of free speech? Do people still believe in free speech?	Fish
W5 17-21 Aug	ONLINE	Censorship: What are the different types of censorship? Whose interests are served by censorship?	Curry Jansen, Herman and Chomsky
W6 24-28 Aug	ONLINE	Responsibility: What are the politics of responsibility? Is responsibility a useful concept to help understand the role of the individual in democracy?	Lavin
W7 31 Aug-4 Sept	F2F	Theory Book Review: What is the relationship between the concepts studied so far?	Review of Theory Book wiki
5-13 Sept	Mid-Semester Break		
W8 14-18 Sept	F2F	Cronulla and Talkback: Does talkback radio practice responsible journalism?	Ester, Newsbank articles
W9 21-25 Sept	ONLINE	Journalism Regulations: What is the relationship between journalism and anti-terror/sedition legislation?	Lynch and Williams, Newsbank articles
W10 28 Sep – 2 Oct	ONLINE	Art Censorship: Who has a right to censor art? Who benefits from art censorship?	Newsbank articles
W11 5-9 Oct	ONLINE	Literary Responsibility: Conduct a case study of either Ern Malley, Helen Darville/Demidenko, or JM Harcourt. You may also study other controversies, such as Wanda Koolmatrerie (Leon Carmen), B. Wongar or Mudrooroo (Colin Johnson).	One of Heyward, Riemer or Nile. Also, online research into the relevant author (Malley, Darville, or Harcourt), and handouts available.
W12 12-16 Oct	F2F	Academic Freedom: What are the limits of freedom in universities? How are they maintained?	Kennedy, and independent research into cases
W13 19-23 Oct	F2F	Course Summary: Draw some unusual connections between case studies and the theories.	Review of entire wiki
24-29 Oct	Study Period		
30Oct-17 Nov	EXAM PERIOD		

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Expected resources for students

Textbook details:

Details of the required STUDY KIT will be provided closer to the start of the course. It is anticipated that the Study Kit will cost less than \$30.

Students should check the UNSW Bookshop for the Study Kit at the beginning of week 2 and begin their readings for the course. If the Study Kit is unavailable, students might begin by finding and reading a copy of JS Mill's "On Liberty" (full-text copies may be available online).

Additional readings can be found in the Tutorial Schedule (above). Many of these are available in the UNSW library. Similarly, students are advised to visit the websites that are mentioned in the above Tutorial Schedule.

Bibliography

Theory One: Liberalism and Democracy

Required Readings:

John Stuart Mill. "On Liberty" *Utilitarianism, Liberty and Representative Government*. JM Dent and Sons 1910. pp. 65-77

Nick Economou and Stephen Tanner. "The Fourth Estate: Liberal Democracy and the Press" *Media, Power and Politics in Australia*. Pearson 2008. pp. 1-26

Extra Readings:

Sarah Madison, "Redefining Democracy" in *Silencing Dissent* Ed. Hamilton and Madison 2007. 24-40 (available online via UNSW)

Scott Balson, *Murder by Media: the Death of Democracy in Australia*. 302.230994/33 (4)

Moiray Rayner, *Rooting Democracy*. S 320.494/20 (4)

Political power [videorecording], director, Ian Walker 1987. SVIDQ 323.0420994/2 (2 – ask at desk)

Julian Burnside, *Watching Brief*. 2006. S 323/97 (4)

Theory Two: Free Speech / Hate Speech

Required Readings:

Stanley Fish. "There's No Such Thing as Free Speech" *There's No Such Thing as Free Speech and it's a Good Thing, Too*. Oxford UP 1994. pp. 102-119

Extra Readings:

Katharine Gelber, "Hate Speech and the Australian Legal and Political Landscape" in *Hate Speech and Free Speech in Australia* Ed. Katharine Gelber 2007. 2-19.

Ann Curthoys, "The Volatility of Racism in Australia" in *Hate Speech and Free Speech in Australia* Ed. Katharine Gelber 2007. 20-33.

Justin Healy (Ed.), *Censorship and Free Speech* 2004. SQ 363.310994/4 A (6)

Patrick Keyzer (Ed.), *Racism, Religious Intolerance and the Law*. 2007.

Theory Three: Censorship

Required Readings:

Sue Curry Jansen. "The Censor's New Clothes" *Censorship: The Knot that Binds Power and Knowledge*. Oxford UP 1988. pp. 14-25; 219-21

Edward S. Herman and Noam Chomsky. "Preface" *Manufacturing Consent: The Political Economy of the Mass Media*. Pantheon Books 1988. pp. xi-xv; 331-5

Extra Readings:

Susan Dwyer, "Censorship" in *Routledge Companion to Philosophy and Film* Ed. Livingston and Pantinga 2008. 29-39. (available online via UNSW)

Lloyd. *Censorship and Public Morality*. S 323.445/11 (4)

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Theory Four: Responsibility

Required Readings:

Chad Lavin. "Responsible Subjects" *The Politics of Responsibility*. Illinois UP 2008. pp. 3-18; 137-8

Extra Readings:

Richard Arneson, "Rawls, Responsibility and Distributive Justice" in *Justice, Political Liberalism and Utilitarianism* Ed. Fleurbaey, Salles and Weymark. 80-107 (available online via UNSW)
J A Corlett, *Responsibility and Punishment* (esp. Ch2) 2001. S 170/547 A (3)
Philip Solomon. "Freedom and Responsibility" in *The Little Philosophy Book* 2008. S 100/267 (3)
Carl Tighe, *Writing and Responsibility* 2005. (not in library but good Introduction)

Case Study One: Talkback Radio and the Cronulla Riots

Required Readings:

Helen Ester. "The Media" *Silencing Dissent*. Ed. Clive Hamilton and Sarah Madison. Allen & Unwin 2007. pp 101-23; 241-2
Newsbank articles. See Reader.

Extra Readings:

Suvendrini Perera, "Race, Terror, Sydney 2005" *Borderlands e-journal* 5.1 (2006).
http://www.borderlands.net.au/vol5no1_2006/perera_racerror.htm
Clamance Due and Damien Riggs, "We Grew here you Flew Here: Claims to Home in the Cronulla Riots" *Colloquy* 16 (2008). <http://colloquy.monash.edu.au/issue016/due-riggs.pdf>
Aileen Moreton-Robinson and Fiona Nicoll, "We shall fight them on the beaches: Protesting cultures of white possession" *Journal of Australian Studies* 89 (2006) 149-160.
ACMA report: http://www.acma.gov.au/webwr/_assets/main/lib101068/2gb%20-%20report%201485.pdf

Case Study Two: Anti-terror, Sedition and Australian Journalism

Required Readings:

Andrew Lynch and George Williams. "Shades of Grey: Freedom of Speech" *What Price Security? Taking Stock of Australia's Anti-terror Laws*. UNSW P 2006. pp. 59-70; 95
Newsbank articles. See Reader.

Extra Readings:

Andrew Lynch, Edwina MacDonald, George Williams (Ed.). *Law and liberty in the war on terror*. 2007.
L/ KM562.22/L1/1 (Freehills Law Library)
Media, Entertainment and Arts Alliance (MEAA). "Secrecy and Red Tape: The State of Press Freedom in Australia 2009" Ed. Mike Dobbie and Jonathan Este. Printcraft 2009. available at
www.alliance.org.au/documents/2009_press_freedom_report.pdf

Case Study Three: Australian Art Censorship (Bill Henson and Gordon Hookey)

Required Readings:

Newsbank articles. See Reader.

Extra Readings:

David Marr, *The Henson Case*. Text Publishing 2008.

Case Study Four: Australian Literary Controversies (Malley, Demidenko/Darville, Harcourt)

Required Readings:

Michael Heyward. "Indecent, Immoral, Obscene" *The Ern Malley Affair*. UQP 1993. pp. 182-212; 275-7
Andrew Riemer. "The Limits of Freedom" *The Demidenko Debate*. Allen & Unwin 1996. pp. 215-231
Richard Nile. "Introduction" in *JM Harcourt Upsurge: A Novel*. UWAP 1986. pp. ix-xxix

Extra Readings:

Deana Heath, "Literary Censorship, Imperialism and the White Australia Policy" *A History of the Book in Australia, 1891-1945* Ed. Martyn Lyons and John Arnold. 2001. pp. 69-82
Michael Pollack, *Sense and Censorship*. G 303.376/2 (4)
Peter Coleman, *Obscenity, Blasphemy, Sedition*. S 098.1/1 E (3)

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Max Harris (Ed.). *Australia's Censorship Crisis*. S 323.445/13 D (4)
Ern Malley, *The Complete Poems of Ern Malley*. 1988. SA 821.9/MAL/2 (10)
<http://www.ernmalley.com/>
<http://jacketmagazine.com/17/index.shtml> (HOAX Special Issue)
J.M. Harcourt, *Upsurge*. 1986. SA 823.9/HAR10/1 (10)
Wanda Koolmatrie [Leon Carmen]. *My Own Sweet Time*. 1994. SA 823.9/KOO/1 A (10 and Nura Gili)
Helen Darville, *The Hand That Signed the Paper*. 1996. SA 823.9/DAR1/1 (10)
Andrew Reimer, *The Demidenko Debate*. 1996. SA 823.9/DAR1/C-1 (10)
Robert Manne, *The Culture of Forgetting: Demidenko and the Holocaust*. 1996. S 940.5318/87 (10)

Case Study Five: Academic Freedom and Responsibility

Required Readings:

Donald Kennedy. "Academic Freedom, Academic Duty" *Academic Duty*. Harvard UP 1998. pp. 1-22
Stuart Macintyre, "Universities" in *Silencing Dissent* Ed. Hamilton and Maddison 2007. 41-59. (available online via UNSW)

Extra Readings:

Excerpts from the Royal Commission:

http://www.aph.gov.au/SENATE/committee/eet_ctte/academic_freedom/index.htm

Louise Menand, "The Limits of Academic Freedom" in *The Future of Academic Freedom* Ed. Manand et. al. 1996. S 378.121/18 (6)

Gideon Polya. "Current Academic Censorship and Self-Censorship in Australia". *Journal for the Public University* vol. 1 2004. http://www.publicuni.org/journal/volume/1/jpu_1_s_polya.pdf

<http://www.younglibs.org.au>

www.academicfreedom.com.au

Course evaluation and development

This course has not previously been offered in its current content/teaching design.

Student Support and Occupational Health and Safety

If you have a disability that requires some adjustment in your learning environment, please discuss your study needs with the course convener at the commencement of the course, and/or with the Equity Officer (Disability) in the EADU 9385 4734. Issues to discuss may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. The earlier you can provide notice the better, to ensure necessary adjustments are made.

The university has an Occupational Health and Safety policy, which can be found at:
www.riskman.unsw.edu.au/ohs/ohs.html